|  |  |
| --- | --- |
| **St Philip’s Marsh Nursery School/Cashmore Early Years Centre/Barton Hill Children’s Centre**  | **Z:\Work\2018-2019\Cashmore\logo.png** |

**Behaviour Policy**

**Review**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review Cycle** | **Date of Current Policy** | **Author(s) of Current Policy**  | **Review Date** |
| every two years | 20 October 2021 | Colin McFarlane | 20 October 2023 |

**Ratification**

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Name** | **Signature** | **Date** |
| **Chair of Governors** | Enza Phillips |  |  |
| **Head Teacher** | Simon Holmes |  |  |

## Aims

This policy aims to ensure that the Nursery School fulfils its statutory requirements and should be read in conjunction with the following documents:

* The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf>
* Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (July 2017) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf>
* Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016) <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf>

This policy therefore aims to meet the School’s legal duty to set out measures to

* promote good behaviour, self-discipline and respect;
* prevent bullying;
* ensure that pupils complete assigned work;
* regulate the conduct of pupils.

**This policy aims to support the School’s continued excellence in supporting children to learn socially *and* developmentally appropriate self-regulation and behaviour.**

## Policy

* Behaviour is understood as a form of communication. As such, it gives insights into a child’s wellbeing and needs. It follows that adults should
	+ take a non-judgmental, curious and empathic attitude towards behaviour,
	+ respond in a way that focuses on the feelings, emotions and needs that might drive certain behaviour, rather than the behaviour itself,
	+ regard children with behavioural difficulties as vulnerable rather than troublesome, and so must explore this vulnerability and provide appropriate support,
	+ teach the child a socially and developmentally appropriate way to meet their needs (the right thing to do) alongside identifying what is “wrong”.
* Behavioural support can only be effectively delivered in the context of a trusting relationship. It is therefore the responsibility of all adults in the setting to develop positive trusting relationships with children by
	+ modelling socially-appropriate respectful relationships (with adults and children) at all times,
	+ maintaining high quality practice through respectful, sensitive and responsive interactions with all children,
	+ modelling trusting relationships, with adults and children,
	+ seeking timely and discrete support, advice or supervision if they feel they need relationship support with any particular child.
* Behavioural support cannot be effectively delivered when children are in a highly emotional state. All behavioural support must therefore
	+ demonstrate acceptance and a positive view of the child, while sensitively stopping any hurtful or damaging behaviour, or taking control of a disputed resource,
	+ acknowledge the child’s emotional state,
	+ provide appropriate emotional containment, and necessary support to regain a regulated emotional state, in a safe space (if the current situation is no longer a safe space then support the child to move to an alternative place).
* Socially or developmentally inappropriate behaviour is recognised as a learning opportunity in its own right. However, when a child’s behaviour interrupts their own or other’s learning then we must ensure this learning can be successfully completed once behavioural issues have been resolved.
* Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Repeated hurtful behaviour should be identified and addressed in accordance with the School’s Anti-Bullying Policy.